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ABSTRACT

A background manual for tutors explains and defines their role in a system of individualized education in some detail. Differences between the role of teacher and the role of tutor are analyzed. Methods of forestalling cheating and other "black-market operations" are discussed. Tutoring procedures are outlined and individualized education manuals provided. Tutoring charts for availability time, tutoring performed, and student progress are included. (SK)

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Individualizing Education: A Guide For Tutors

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Unit 1. Educational Topics

Behavioral Objectives: Without the aid of references, the tutor must be able to recall and write at least four out of ten educational topics concerning the individualization of education.

Education Topics

Prior to understanding the concepts and procedures of individualizing education, one must aquaint themselves to the current issues surrounding this system of instruction. It is the responsibility of each person involved within a system of instruction, whether individual or lecture to make available a clear understanding of the educational enterprise. Most people tend to respond to words such as "individualized", "mass education", "team teaching" and "structure" with their personal definitions. This would be fine - if we all lived as hermits! However, as social human beings, we must use these words (phrases) with meaning and caution. Thereby, the correct meaning to describe the corresponding activity!

What does "individualized" really mean?

Every student should:

1. assume the rsponsibility for their own learning and self-evaluating process.
2. be independent and progress at ones own rate by self-pacing.
3. utilize materials related to their needs and strengths, since strengths are built upon weakness.
4. comprehend on a level, which corresponds to their skills, abilities and needs (goals).
5. apply skills which are the least threatening to his/her being.
6. relate the content to his/her needs.
7. attain a sense of achievement and self-worth in their work.
8. be evaluated in terms of their performance and not in comparison with others.

Educational Goals

In order for instruction to be successful, it must correspond to the educational goals of the school system. Individualizing education is not in itself a goal, but a means for achieving these goals. All of which should include the following:

1. to increase the participant's academic achievement level in the six basic areas of content: English, math, social studies, sciences, language and the arts.
2. to enable the student to develop his/her skill in the direction of self-motivation.
3. to help the student develop a realistic self-concept.

4. to help the student develop positive self-confidence.
5. to help the student develop an increasing social awareness and responsibility within their self-concept.
6. to help the student develop occupational skills for college orientated skills.
7. to provide the teacher with an educational atmosphere (ie:materials).
8. to provide the students and teachers with constant feedback.
9. to provide a system whereby alternative means of inquiry are available.
10. to provide the teacher with purposive interaction. Groups should either be formed around an objective (rather than a means for providing classroom control) or be formed for the needs of the student (not for the instructor).

Nonstructure: Does it really exist?

Many educators as well as layman when describing a classroom, a school or a type of instruction, ask if the situation is structured or non-structured. Actually, this is quite irrelevant since every thing has structure. In the United States, our democracy, capitalism, freedom and recreations are all part of a larger system - Bureaucracy! Every system - thought and idea has structure or it could not possible survive, which includes the educational system. The only way in which one may avoid structure is to move to another place where no structure exists - Fantasyland! However, everyone would probably agree that our present school system has a highly devised structured system, but by moving out of the school physically the problem still is not solved. The Montessouri Method as well as the Free Schoold all have structure, even though the degree of structure might differ than Individualized Instruction.
One of the cpmplaints that many students and professionals debate is if individualized education is too structured or not structured enough. As a tutor, proctor or a professional it will be your responsibility to answer this question. Education that is individualized is definately structured, like any other bureaucratic system. However, it depends on the specific instruction and its'(teacher-student) adaptability to determine the specific degree of structure.

Auto-Didactics and Individualizing Education

Auto-Didactics is just a fancy term meaning " self-teaching". In fact, we are all auto-didactics since, in one way or another, we all learn by self-teaching. It is my belief that our present <u>school</u> system is retarding our students in the area of auto-didactics. All

information provided within the walls of the classroom are given free of charge by the teacher to the students. As a result of our present system, the students had to pay a high price - the retardation of knowledge and thought skills. Today, the majority of students just don't know how to learn! Individualizing education is trying to combat this educational retardation by providing an interesting and rewarding atmosphere, by getting students turned on to auto-didactics, and by providing knowledge relevant to the student's personal needs. The lectured-educational approach just does not provide the necessary conditions for the process of auto-didactics to occur.

The Role of the Teacher

The role of the teacher never changes, just the priorities of how each individual defines the teacher's role. To put it simply, the teacher could facilitate knowledge, could be the major access to information, and/or could facilitate the students personal (psychological) growth. If the teacher sees his/her role as a student's guide to knowledge, then the teacher will welcome the individualizing of education; individualizing education can provide a greater media to the students' knowledge. If the teacher views his/her role as only the student's major access to information, then he/she will not favor individualizing education. Since, this method could provide an "error" free environment, individualization could do the job of providing information more accurately than the teacher can. If the teacher views their major function as a facilitator of the student's psychological growth, then he/she will welcome individualizing education, since this method can provide more time for a one-to-one relationship between teacher and student. Any system of educational instruction by which a teacher feels threatened can only mean that the specific instruction in question is infringing on the teacher's major function-as he/she views it. When this occurs, a reorganization of the teacher's values are in order, since his/her role should contain not one aim, but all of these three aims.

Team Teaching: Why this is not individualized education!

Team teaching is an educational instructional program whereby two or more teachers combined their skills and teaching classes so that the students can benefit most by them. The key to this program is team work. Team teaching is not individual instruction in a group nor individualizing education, since the teachers still utilize

the lecture-system approach. In reality, the only difference between team teaching and lecture instruction is the number of teachers involved. There is no special individualized program for the students involved; the students progress at the same rate as others, or better yet, as the teacher. Also the advantages of team teaching does not include the advantages of individualizing education: conserve the teacher's time, make optimum use of teaching skills offered by each teacher participating, and the unification of student experiences (student control).
By offering students the opportunity of experiencing the views of two or more teachers, students can be at a disadvantage rather than at an advantage. Many times teachers will not act as a team but rather as a group. As a team, the teachers might disagree on certain points but will never show their differences in the presence of the students. As a group, the teachers might disagree while displaying their differences in the presence of students; thus confusing the students. Team teaching requires much skill - especially intergroup and interpersonality communication skills.

Should you study in Isolation?

Of course not! Individualizing education does not mean or even encourage that a student work in isolation. This instructional system is concerned with developing a healthy attitude toward oneself and with others. Thus, there should be constant teacher, tutor and peer interaction. How you achieve your individual goals is really up to you. If you want to achieve this by yourself fine, or with others, great!
Students should assume some responsibility for their own objectives, but this should not be interpreted as isolation. Thus, student responsibility should exist whether by oneself or in a group. An independent thinker can choose how he/she wants to interpret the material. If a student wants to work independently. fine, but he/she has the same choice to be in a group.

Performance

"Performance" is a key word when describing the individualizing of education. The lectured-method approach grades students according to their achievement on teacher designed tests. The individualizing educational approach grades students on the amount of assignments completed (performance). The difference is group tests measures the knowledge that teachers want you to know while

performance measures just you.
By measuring performance, if a student receives an incomplete, then he/she could receive a complete by reviewing and retaking the test. There is no punishment or failure since the student just did not perform up to par. This lack of satisfactory performance can always be corrected!

Competition

We live in a society where competition has become a way of life. In fact, many psychologists and psychiatrists would say that it is quite healthy. Our social structure has deemed that in order to survive one must compete to belong. Even if the school system decided to rid the competition in the future by not teaching the "art", this might in the long run cause great harm. Students will always model authority figures and they do compete. Therefore, the authoritative community would only teach their students to be poor competitors. If the goal of the educational system is to teach and prepare students for social responsibilities, then by teaching their students the skills to compete would provide a great advantage to the future of the community. Therefore, one of the goals of every course structure is in some way to teach the students the "art" of competing. Both lectured-education and individualized education accomplishes this feat. Lectured-education teaches the students the competition skills necessary for group survival, while individualized education stresses a self competition. A neglect of even an introduction to these two forms of competition could produce neglect for the student. Competition is not bad or evil to the educated. It could be bad and evil for the uneducation, like any skill which had not been properly taught!

The Individual Selection Of Goals And Reality

Idealistically, individualizing education provides an environment whereby, the student and the teacher selects purposeful objectives for fulfilling both of their needs. This does not mean the facilitator of knowledge will aid the student in their selection process. Since, individualized education operates within the framework of the school system, the school system's goals must be first fulfilled. However, how these generalized goals can be achieved is up to the teacher. In individualizing education, the teacher becomes the mediator between the school system and the student. To debate whether or not the school system should dictate these goals should not

be our main concern. Individualizing education works within the present school system. Until there is an environmental change, this argument is at a stalemte. However, this change won't occur overnight and it won't occur within the next generation.

The Individualized Reaching Of Goals : Reality

Programmed learning and individualized instruction are not as individualized as one might believe. Students can not reach their goals in their own desired way, since these two programs of instruction operates on the principles of learning frames and/or packages: each student uses the same material. Therefore, the selection of the goals are not so personalized. However, these two programs are still individualized. Teachers can still use learning experiences centering on the student's needs and goals. Like any systen of instruction, it depends on the teacher as well as the students on how they will interpret the program. Just because all of the material are similiar does not mean that the teachers have to devise one type of learning activity (experience) for the whole class. By providing learning frames and/or packages, teachers can provide more time for each student in facilitating learning by meeting the needs and goals of each individual. When working with adults, the teacher should try to use the least structured program, with emphasis on interpersonal communication. Adults have ideas that they can share, but only in an environment that will reinforce these experiences!

To Pedagogists: Treat Your Students As Individuals
But Not As Adults!

Today you just can't pick up a periodical without some reference to individuality. With the influence of the humanistics and the behaviorists, the concept of individuality grew within a few years. However, many people confuse the word "individuality" with "adulthood". "Individuality" implies that people <u>should</u> respect the rights of others, while "adulthood" implies the <u>acceptance</u> of adult rights and responsibilities. There are many adult qualities that elementary and secondary students just do not possess such as:

1. years of knowledge based on parellel and developmental experiences,
2. emotional, physical and learning maturity, and
3. potentiality of skills (learning, communication, technical,etc...).

These are just a few differences!

Whenever a teacher or an administrator assumes that their students (elementary or secondary) should be treated as adults, automatically that should trigger off a mechanism in your brain saying "Phony"! What the teacher had done was to put all responsibility for obtaining information on the students. Individualizing education implies a joint responsibility by the teacher and the student whereby the teacher will always assume full responsibility for the student's actions! Treating elementary or secondary students as adults only relinquishes the teacher's responsibilities for his/her actions as well as the students' actions.

Action Research

Any type of research can be helpful in understanding the problems of a particular program. However, the treatment of research data is of great importance. If a student asks a broad question about the program, then a sighting - or results from a traditional research project can be a great help in clearing the student's perception. However, if the student asks a specific question about the program in relation to a class situation, then a sighting of a traditional research project would be of little help. In these cases, the situation calls for a specific answer - an action research answer!

TABLE 1. The Traditional Lesson Plan And The Individualized Study Unit

General Terminology	Traditional Lesson Plan	Individualized Study Unit
The Teaching Process	1. Teacher Aims 2. Planning 3. Teaching 4. Evaluating Student Performances	1. Behavioral Objectives 2. Planning 3. Teaching 4. Evaluating Student Performances
Orientation	teacher-orientated; plan toward group needs: group pacing.	student-orientated; plan toward individual needs: selfpacing.
Purpose	the teacher instructs students in what they have to comprehend: general purpose.	the teacher facilitates students in what they have to explore and why they must explore this particular material: rational.
Objectives	the objectives are stated in general nonobservable terminology: teacher aims.	the objectives are stated in behavioral performance (student) terminology: behavioral objectives.
Test	this serves as proof that the teacher had accomplished the student's objectives: test.	to prove that the student accomplished the objectives: pretest.
Content	the teacher selects material and activities that would be relevant for the group: material.	the teacher and student selects material and activities that would be relevant for the student: learning experiences.
Quiz	to determine how well the class memorized the material: quiz.	the student evaluates their own progress; there is no punishment for an unsatisfactory grade: self-assessment test.
Progress Report	midterm and/or final examination determined by a specific time interval: major examination.	a test is given after each unit: post test.
Material Feedback		a one to one exchange of ideas between student and leader about the quality of the material for that unit: attitude objectives.

Unit 2. A System For Individualizing Education:
The Pedagogy - Andragogy Model

Behavioral Objective: Given a list of 30 phrases describing the Pedagogy - Andragogy Model the tutor must be able to match these phrases to their corresponding learning program with a minimum of 5 errors.

Individualizing Education:

The Pedagogy - Andragogy Model

Whenever one hears of "individualizing education," he/she would first assume that this phrase refers to a pegagogy approach of instruction. And why not! Most of the research, time, and expense for the individualizing process does reach the elementary and the secondary schools. Only time and research adaptability will balance the popularity of these educational approaches. It should be noted that even though "andragogy" is still a fairly new educational word, its concept has long roots in our American heritage.

Individualizing Education - Individualizing Learning

"Individualizing education," sometimes mistakenly called "individualizing learning," are a group of educational programs enabling the teacher to work on a day-to-day basis with each and every student in developing their own individual skills and potentials. Thus, providing an environment (individualizing learning) whereby, each student progresses' at his/her own rate within a highly structured linear learning path. Therefore, the teacher can spend more time with each student in developing those skills he/she needs the most attention in. The key in developing any individualized program is to concentrate on the individual needs of each student in the class. The following table characterizes the differences between individualizing education and individualizing learning.

Individualizing Education	Individualizing Learning
The program of study must be designed so that the student does not feel inadequate.	The student must feel responsible for his/her own education.
The objectives of learning must be clear so that the student can understand and accept these instructions as his/her own goals.	The student's specific needs should be satisfied by a specific program of study.
The educational curriculum should allow the student for achieving continuous progress.	The student proceeds through the course at his/her own rate.

TABLE 2. Characteristics of Individualizing Education and Individualizing Learning.

Individualization: Pedagogy and Andragogy

A simple way of showing how the indiviualization processes differ dependent upon the emphasis of approaches (pedagogy or andragogy) is to analyze how the students are viewed by both approaches. However, such a methodology would be too exhaustive for this section, so a listing of the differences are emphasized.
Table ~~three~~ shows such a listing.

Individualization: the student should	Pedagogy Issues	Andragogy Issues
assume the responsibility for his own learning.	teacher directs all learning	teacher guides the learning process
become an independent learner.	within the teacher's domain and control	regardless of the teacher's view
learn at his/her own rate (self - pacing)	teachers make curriculum decissions for the learner	the teacher is a facilitator
learn with materials related to his/her own needs and strengths.	postponed application to learning	immediate application to learning
learn on a level which corresponds to their skills, their abilities and their needs (goals).	learners are grouped by grade and class	learners group themselves according to interests
learn according to a learning style least threatening to him.	teacher selects learning style best suited for the student(s)	mutal inquiry with the teacher
relate the content to his/her needs.	orientation to learning: subject centered	orientation to learning: problem centered
feel a sense of achievement and worth in his/her work.	treated with disrespect (always talked down to)	treated with respect by the teacher and peers

be evaluated in terms of his/her performance, and not in comparison with others: self evaluation process.	evaluation dependent upon group: the teacher designed tests: external evaluation	evaluation dependent upon the individual: performance (the amount of assignments completed): self evaluation

TABLE 3. Indivualization: Pedagogy and Andragogy

According to this table, the individualizing educational philosophy seems to be much closer related to the andragogy rather than the pedagogy philosophy. This might be do to the fact that an individual usually has qualities of independence (andragogy) rather than dependence (pedagogy).

A Model For Individualizing Education

There are basically four varities of learning experiences in the individualizing education system: Authentic Learning Experience, Contract Learning, Programmed Learning and Individualized Instruction. The following figure will provide a flowchart of this system followed by an outline of its characteristics.

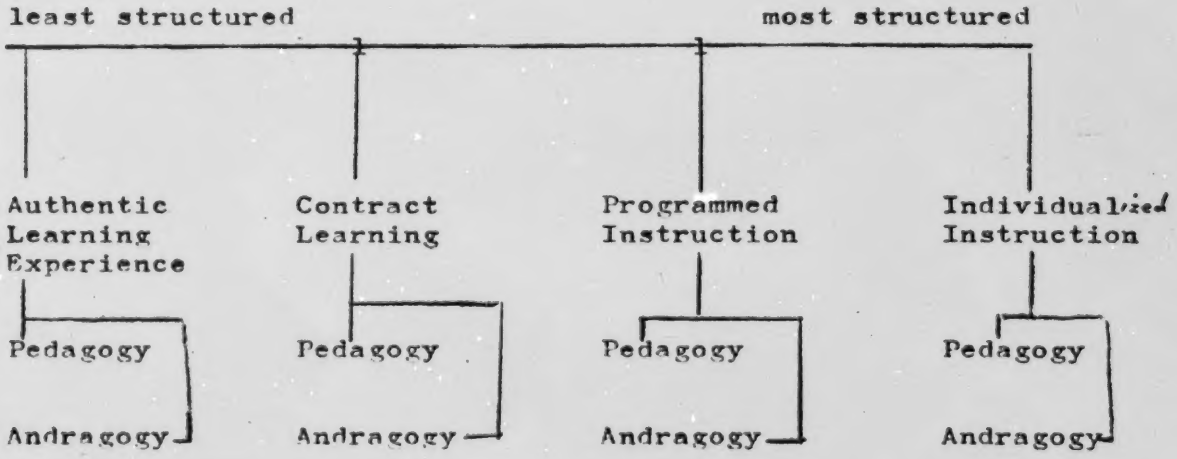

Figure 1. The Basic Model.

The Authentic Learning Experience

a. "Free" environment.
b. Nonuse of standard teaching methods.
c. Not located in an institutionalized setting (school building).
d. Encouragment of psychological individual growth.
e. Emphasis on outside - of - school environment for learning.

Contract Learning

a. A joint participation by the student(s) to design a program of study with his/her teacher.
b. Continuous educational process controlled by the student.

Programmed Instruction

a. Students receive immediate feedback while reading the new information.
b. All material are programmed on frames.
c. The material is in a sequential order from known to unknown learning activities.
d. Through planned questioning, there is a constant reinforcement of new information.

Individualized Instruction

a. Unit mastery is required before a student can progress to subsequent units.
b. The use of learning packages.
c. Purposeful pacing.
d. By utilizing a variety of teaching methodologies, lectures are used as motivational aids rather than as sources of testable information.
e. Self-evaluation.
f. Decision making activities are controlled by the student.
g. Shaping through interaction (ie: reinforcement).

Now that you have a clear understanding of the basic model format, the Individualizing Education Pedagogy - Andragogy Model will be presented.

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Figure 2. The Individualizing Educational Model: Pedagogy-Andragogy

Andragogy and Pedagogy are not conflict approaches (or philosophies). Individualizing education is a system of instruction that will provide students with personalized learning experiences. It will be the teacher's skill in sensitizing which individualized program that will meet the student(s)' needs for a particular situation that will determine the success or failure of the student(s)' learning experiences.

Self Test

Phrases	No. of answers
1. the most structured instruction	(2)
2. the Summerhill School	(1)
3. a joint participation by the students to design	(3)
4. learning packages	(3)
5. postpond application to learning	(1)
6. students should feel adequate	(1)
7. unit mastery	(3)
8. subject centered orientation to learning	(1)
9. Computer Assisted Instruction	(3)
10. Personalized System of Instruction	(3)
11. student achieves continuous progress	(3)
12. the Free School Approach	(2)
13. Nongradedness	(2)
14. shaping through interaction (reinforcement)	(3)
15. Correspondance Study	(2)
16. the least structured instruction	(3)
17. the Montessouri Method	(2)
18. learning frames	(3)
19. the Parkway Program	(2)
20. learning packages	(3)
21. student responsilbility for own learning	(3)
22. Counseling	(2)
23. Individually Guided Education	(2)
24. Internship	(2)
25. self-pacing	(3)
26. Program Learning in Accordance to Need	(2)
27. immediate application to learning	(1)
28. emphasis on outside-of-school environment for learning	(3)
29. Independent Study	(3)
30. Computer Based Instruction	(3)

Learning Program

a. Authentic Learning Experience
b. Contract Learning
c. Programmed Learning
d. Individualized Instruction
e. Individualizing Instruction
f. Individualizing Learning
g. peadagogy
h. andragogy

( ) code: maximum number of answers; match all phrases utilizing the total max. number.

Answer Sheet

1. d,g
2. g
3. b,g,h
4. d,g,h
5. g
6. e
7. d,g,h
8. g
9. c,g,h
10. d,g,h
11. e,g,h
12. a,g,
13. b,g,
14. d,g,h
15. a,h
16. a,g,h
17. a,g
18. c,g,h
19. a,g
20. d,g,h
21. f,g,h
22. a,h
23. d,g
24. a,h
25. f,g,h
26. d,g
27. h
28. a,g,h
29. b,g,h
30. c,g,h

Unit 3. The Teacher's Role For Individualizing Instruction

Behavioral Objective: Given a list of ten teaching rules, the tutor must be able to plan his/her own set of teaching rules for his/her program.

The following teaching rules are only a guide and are contigert upon your teaching program needs.

The teacher shall:

1. organize the classroom (class period) in order to create an enriching and comfortable environment.
2. supervise the tutors (proctors, teacher-aids).
3. evaluate the individual needs and progress of each and every student.
4. develop personalized study plans and activities.
5. develop goals and activities (immediate, short-range, and long-range).
6. develop professional and tutorial intergroup relations within the large group system.
7. be responsible for researching and evaluating (action research) the instruction methodology as to improve the course of study.
8. be responsible for organizing, instead of just presenting the material.
9. develop a security system.
10. be responsible for the decisions of the tutors.

Unit 4. The Tutor's Role For Individualizing Instruction

Behavioral Objective: Given a list of nineteen tutoring rule, the tutor must be able to plan his/her own set of teaching rules for their program.

Responsiblities of the Tutor

The tutor is probably the most important element of an individualized course. Since, he/she had already completed the course (or unit), the tutor knows the problems his/her peers will be facing. Working individually with each student, it will be the tutors who will shape the student's behavior.

1. To prepare the materials for each session.
   As a tutor, it will be your responsibility to make sure that there are enough answer sheets for the session and that each test has no marks written on any of its pages. You should have on hand books and articles needed as reference materials.
2. To master the course material.
   Any tutor who does not know the material should not have the responsibility of tutoring. This does not mean that you, as a tutor, have to know every small detail, but you should be extremely familiar with the material (so as to be able to find reference materials whenever you lack the answer).
3. To give feedback to the teacher.
   Since the tutor works closely with his/her peers, you should mention certain suggestions or complaints about the course to the teacher. It is your responsibility to encourage students to provide this feedback to the teacher. Unfortunately if this does not occur, you should inform the instructor - whether good or bad.
4. To score and record tests.
   Besides the teacher, it will be your responsiblity to score and record the tests. By providing the students with immediate feedback, you can help the student understand his errors. If students had to wait a day for test results, they might have forgotten the reasoning behind their incorrect answers. Also, in individualizing education, if students are to proceed at their own rate then there can not be any instructional interference (as a delay of test results). To these students, time is important.
5. Assist students in obtaining materials.
   It will be up to you (and the other tutors) to shape the student's behavior in obtaining information. The student must realize that he/she alone is the sole provider for his/her own answers. One of the goals for any individualized education program is to make the student an independent thinker - not dependent on the teacher or his/her peers.
6. To facilitate classroom management.
   As a tutor, you shold make sure that the classroom activities operate smoothly. It will be up to you to provide students with a good workable rules and procedure format.

7. To maintain student folders current and complete. Since you (as well as others) will be scoring the tests, you will also record the test results in the student folders and class record file. Each student should have an individual folder with his/her address, phone number, and progress reports. The purpose of individualizing education is to treat each person as an individual and the student's personal folder will aid in this goal. At the end of the course, the teacher will be able to provide the student with his/her performance based grade with ease. Some teachers perfer to have one class record (and a head tutor - teacher duplicate file) instead of individual reports. This could be less costly and does serve the same function as the individual files.

The Head Tutor

Who shall be the head tutor?

The head tutor should have the "status" of either a graduate student (if at a university level) or a teacher - assistant (if at a public school level). Since the head tutor's responsibilities and time is more involved than yours, he/she should not be the student's peer. A regular tutor (you) might have control over a few classes, but a head tutor has control over all of the classes, as well as other courses the teacher might be involved in.
The Class peers should not be a head tutor, since it gives too much prestige for a student. A tutor outside the classroom is just another peer student, but a head tutor outside the classroom is still head tutor! Since the head tutor assumes much of the teacher's responsibilities, he/she might have to tutor students after class. Outside tutoring for regular tutors is forbidden since it violates the peer relationship outside of the classroom.

What are the head tutor's responsibilities?

1. To assume the teacher's responsibilities in the absence of the teacher. Whenever the teacher is not present in the class, the head tutor assumes the teacher's responsibilities. When the teacher is not present for the day, the head tutor will take over the teacher's responsibilities for that day(s). Under the public school system, the substitute teacher would supervise the head tutor, but the substitute teacher would not assume any of the responsibilities of the teacher or institute his/her role as teacher. The program would

continue the way it was designed and no outside authority should or can intervene when the teacher is absent.
2. To be in charge of the course materials. Like you, the head tutor will assume the responsibility of course preparations. Unlike yourself, the head tutor will be in charge of all classes in the preparation of materials.
3. Making sure there are enough tutors for each class session. Whenever there is an emergency whereas you or another tutor can not find a replacement, the head tutor will replace the absentee. If you, or a group of tutors takes advantage of the head tutor, then he/she can dismiss the absentee(s) for missing too many sessions and find replacements.
4. Assuming all of the tutor responsibilitiies. The head tutor must be in a classroom situation at least three class sessions per week. If the head tutor is to understand and realize the problems facing the course, he/she must be in a situation to receive constant feedback. The students must feel that the head tutor is interested in their goals, their values, as well as their problems. The head tutor therefore must be where the action is, and not locked up in his/her office.

When is a head tutor needed?

1. When there are as many as six or more tutors per course.
2. When the teacher is instructing more than one course.
3. When the teacher has three or more classes.
4. When the teacher has 100 or more students.
5. When the teacher wants to relinquish some of his/her responsibilities (time). The teacher is always responsible for his/her class, but can relinquish some of his/her responsibilities under constant teacher supervision.

To Tutors: Don't Be A Teacher!

1. As a tutor, you should not assume a professional role. True, tutoring is an art, but you are not a professional. The characteristics shared by professionals include:
   (a) a long period of higher education,
   (b) a code of ethics,
   (c) a limited membership controlled by peers (other professionals),
   (d) an independent fee for service,
   (e) provides an important social services, and
   (f) assumes a responsibility for his/her service to his/her clients.

There is not one characteristic that tutors have or share with professionals. As a tutor, you are a student receiving not maintaining higher education. Since you are not governed

by any governmental or nationalized organization, you are not compelled to follow any professional code of ethics. The teacher's or class' code of ethics and the amount of tutors per class is solely controlled by the teacher; the teacher is not your peer! Since you pay for or are forced by law to attend school, any payment for tutoring acts more as a reinforcement for good services than as an independent fee. You do provide an important service, but your services are dependent upon the teacher's actions.

2. As a tutor you should never give a student an answer when grading a test.

Let the student look up the answer. Whenever you give an answer, you are creating two unnessessary roles:

(a) The role of a teacher - knowing all there is to know. You are only an aide, a peer and a facilitator of information. Students should never have the opportunity of comparing you with a teacher(or vice-versa); so don't encourage them!

(b) The role of a "friend" - to get the student (your peer) out of an unpleasant spot: learning. Learning should be a pleasant experience for everybody. You should help your fellow student locate an answer, but never give it to him/her. By locating the answer, the student will remember it. Students learn best when they help themselves.

3. As a tutor never discipline a student. Any acts of cheating should be reported either to the teacher or to the head tutor. You should never discipline your peers because outside of that classroom, you are no longer a tutor, but another student. A teacher has a full time teaching role while your role is only part time.

4. As a tutor you should not provide additional tutoring time outside of the classroom. Your tutoring role should not interfere with your role as a student. If students depend on your help outside the classroom, then your social life too will be interfered. Students would want hints on quizzes, advise and/or answers for study guide questions, etc.... This can hurt your outside social life by temporarily removing yourself from the role of peer to the role of teacher. A tutor's role should only be confined within the limits of the classroom.

Situation In Which You, As A Tutor Should Avoid

1. Tutoring Outside the Classroom. Many teachers feel that what a tutor does outside the classroom is not their concern.

This is really a poor atitude. You should not tutor outside the classroom, especially for money, because you know too much information - test answers, study guide answer, etc... When an average student tutors, he/she does not know his/her client's future answers. But you do! It would not be fair for the rest of the students if you decide to help a select group for that very reason. The majority of the students would be at a disadvantage!

2. Dating Peers Enrolled In Your Course. You would be surprised of the number of students that would stoop to liking you and even socializing with you in order to receive test answers or other information. Through my years of tutoring, I have seen this occur many times. In fact, I guarantee that by the end of your tutoring career, there will be at least one incident of this nature occurring to you. Be aware!

It is hard dating a person who is enrolled in your course. You will have a great deal of information that you will be unable to share with your friend(s). All relationships should contain mutual respect. If this understanding can be maintained, then a good relationship can occur; but this is a rare occasion. Just be honest with yourself and with your boyfriend (or with your girlfriend).

3. Seduction. Through my experiences tutoring, I as well as many of my tutoring peers, have experienced opportunities where the opposite sex peer would approach me for information in exchange for a trick. Many women tutors have also experienced this exchange of information for a trick. This seduction, many times was not even of a sexual nature, but an exchange for other course tests. Cheating occurs in all schools and at all levels: corruption is easy.

4. The Black Market. All schools have their black markets. Many fraternities and sororities pride on their collection of past-current tests and reports. Individualizing education has made black market operations flourish. In fact, many tutors developed their own black market program. It is up to the tutors and teachers to patrol their own. Such ways of controlling black market operations is developing a strong security system. Another way is to have tutors uncorruptable, but this is hard to do, since many have their price!

Another type of black market operation that students, tutors and teachers should be aware of is the selling of power. The tutors have the power to grade tests. True, the student can complain to the teacher, but because the teacher is either lazy or not concerned, the tutor will win.

Unit 5. Black Market Operations

Behavioral Objective: Given a list of eight black market operations with a corresponding Preventive Security System (PSS), the tutor must be able to write his/her own PSS based on his/her known black market operations.

Corruption

Everyone should be aware of:

1. tutor(s) channeling private agreements so as to help other tutors (in other courses) by exchanging test answers. This way, the tutors would be guaranteed an "A" by just signing their names on a piece of paper;
2. tutor(s) asking other tutors to give a hard time to peers they do not like in return for some favors.
3. tutor(s) being threatened to give answers to other tutors when these tutors put pressure on his/her friends in other courses;
4. A teacher and a tutor arranging some agreement whereby the teacher never enters the classroom or tutoring room, if the tutor would back the teacher up in any crisis.
5. tutor(s) engaged in a few courses per semester. This enables him more access to test answers;
6. tutor(s) enabling (with the right teacher) a student from passing or even taking a course;
7. tutor(s) making the course so difficult that the student decides to change his/her major;
8. tutor(s) who are well organized, threatening a student to change his/her major by telling them that they will never pass another course in their major.

The Preventive Security System (PSS)

This is a system that I had developed in the course of my involvement as head tutor for a college psychology course.

1. Only the head tutor and the teacher should maintain keys to open the test files.
2. The test files should be open and closed by either the head tutor or the teacher after the period session starts and before the next period session.
3. The head tutor and teacher should correct the answer sheets to make sure no errors were made.
4. At least five alternative scramble copies for each unit should be developed
5. Strict penalty for those tutors giving out exam answers.
6. No tutor can tutor no more than one course per semester and no tutor can tutor for no more than two semesters.
7. No tutor can tutor for consecutive semesters.
8. No teacher can instruct a course for no more than two consecutive years.

9. For every individualized instruction class, there should be a corresponding lecture-method class given within the same period or a time period within reason.
10. A special faculty-student committee should be established in order to provide student complaints regardless of the type of instruction. This committee would have the power to investigate and would be responsible not to the department, but to the President of Principal of the college or school.

Unit 6. Tutoring Procedures

Behavioral Objectives: Given a list of sixteen tutoring rules/procedures, the tutor must be able to plan his/her own set of tutoring rules/procedures for their program.

Testing and Tutorial Rules and Procedures

Rule: Prior to entry into the testing and tutorial labs, the tutors should check to make sure all materials are in order.

It is the tutor's responsibility to make sure that there are enough test answer sheets and reference materials available. Entering a class unprepared will only produce tension, since students expect to take an exam(s) and not waste time. In the proctoring labs, time is quite important. In one session, a typical student expects to complete a test or in case of doubt, complete two tests! Therefore, at least one tutor should be in the testing lab at least five minutes before the students enter the classroom. This time will provide the tutor with ample time to set up his/her materials and answer any questions. Remember, a student should not begin testing until the official time of the class period has approached. Beginning a class early might suggest to students that this will always be the starting time; those students who can not come to class before the official time might be at a disadvantage.

Rule: At least two tutors to a classroom. Both tutors will correct quizzes and answer and "possible" questions. Whenever, one tutor is not busy he/she may assist the other tutor. If both of the tutors are not busy, then they should review the quizzes.

However, it would not be to the best interest of the students to assign a tutor to a group of students. The students should feel that they may choose whomever they please.

1. When students enter the testing lab, they should first fill out the answer sheet heading. In this way the tutor will know the student's names without requiring identification. A teacher should not feel that every tutor has the ability to remember every student's name; thus the tutor and the student can be on a personal level without the constant embarassment of forgetting a student's name. Another advantage of the first filling out the answer sheet heading, is to make sure that the student has filled in the form correctly and completely. The tutor should then let the student(s) write all missing information on their incomplete answer sheets. The students should get into the habit of completing the sheets or the tutors will find that they will be completing twenty or thirty forms a session!

2. Before administering the quiz, the tutor must first check to see if the student is qualified to take that particular exam.
Frequently, a stuent might accidentally ask for the wrong test either due to confusion of the test number, or previously had failed the examine. However, there also might be an error in recording the student's grade on the tutor inventory; for this reason the tutor should always look up the exam. Keep Your Cool - is the key for handling this problem. Never accuse the student of cheating - if you are wrong, you will appear stupid and hot headed to your peers.

Rule: Be as quiet as possible. Whenever tutoring a student, be as quite as possible. If noise persists, then give the tutorial outside of the classroom (possibly in the hall or in an adjacent room).

3. Before taking an exam, the tutor should place the student in an area where cheating is less likely to occur (space the students out and do not seat students taking the same unit exam together).

Rule: Acts of cheating should be reported after the person has taken the exam. Whenever a tutor accuses and/or removes a student from the room because of cheating, they will both attract noise and attention. Be subtle in making an accusation, many teachers use what is known as a "cheater's list". If a student is observed cheating, he/she will be placed on the list and notified after completion of his quiz (usually an automatic "F"). If a student is placed twice on the list, the teacher will then take appropriate action.

4. When the tutor is grading a quiz, there should be only one student at his/her desk. All other students should wait their turn.

Rule: Completed answer sheets and exams cannot be kept by the students. Completed answer sheets must be filed with the students past completed answer sheets, while exams must be put back in the exam file for future use.

5. The tutor would immediately staple the completed answer sheet with the appropriate quiz, and record the grade in pencil on the grade list. He/she should then place some symbol (circle, intial, etc...) on the answer sheet to indicate its having been recorded - making it easier to check when the student returns the answer and quiz sheets.

This can be used as a double check when there is a busy session.

Rule: If a student fails a quiz(es) or tutorial, the tutor should encourage the student to proceed with his/her study. Perhaps the tutor can suggest an easier way to study the particular unit.

6. The student should then return to his seat and study his errors. If there are any questions, he/she can then return or speak with another tutor. If all of the tutors are busy, the student should wait in his/her seat for their turn.

Tutor Meetings

It is important for you to realize that these meetings are not only important for yourself, but for everybody involved. Knowing the course information is not enough. You will have to make judgements and decisions that might prove important not only for the student, but for the tutoring team. The key to tutoring is teamwork. One's skills in tutoring(including the understanding of student problems) will reflect all the tutors invovled. Therefore, you must receive adequate training. You should understand your own role, the teacher's role, behavior techniques and most important - sensivity. For this reason, I recommend the following program. This program consists of tutoring training sessions the week prior to classroom involvement. The first day will be spent on introducing the members of the team and the material (including the tutoring guide) that will be used. On the second day, your time will be spent on discussing questions based on the received material. The third, fourth, and fifth days will be spent on organizing the material needed for the course and discussing theoretical and practical problems one might face in small seminar sessions and any research experimentations. By preparing for the course, you will become more familiar with the material utilized as well as emoting a sense of belongingness by participating in its organization. Role playing techniques might be helpful in illustrating the type of problems that the tutors might be faced with and how to handle them. Remember, the first week of the class is the most important week of the semester - it lays the foundation for the whole semester. If tutors get on the wrong side of the students the first week of class, it will be hard to resolve the conflict. Avoiding conflicts will be your main job the first week of class!
The weekly tutoring meetings will consist of reviewing the

course material, answering questions about tutoring, reporting information about your students and critisizing tutors in their perforamnce of their job. The meetings should be informal and short. There should be no more than 12 tutors participating in the meetings by keeping the size small, more time could be spent with each individual. Hopefully, what you will gain at these meetings will be how to observe not only your own behavior, but the behavior of others, and how to critisize yourself and others objectably. By having these meeting, you will not feel that you are just helping the teacher. There will be a two way interacter - the teacher will also be helping you grow personally. Ideally, it might be helpful to include sensitivity sessions within the tutoring meetings. The more you know yourself, the more you can understand others!

The Tutor's Golden Rules

1. Whenever in doubt about an answer to any question, a tutor should search the text or ask another tutor (or teacher) for the answer. A tutor should never provide an unsure answer to a question.
No person is a know-it-all and no student expects you to know the answer to every question that will be asked. What is important is for a student to know where he/she can find the answer to their questions. This is where you can be most helpful. By directing the student to the source of the answer, the student will learn <u>how</u> to find their own answers (research). The students should realize that all information emphasizein the study guide is to be used. You should realize that a right answer is better than a wrong answer; there is no shame in searching for an answer. Searching for an answer does not mean that you are ignorant; an ignorant person is an individual who provides wrong answers when there is no need to!
2. A tutor should never argue an answer with another tutor in the presence of student(s). The teacher does not award prizes to the tutor with the most correct answers. Whenever tutors argue, students tend to loose confidence in all tutors involved.
The key word here is "teamwork". You, the other tutors and the teacher are all a team: a group of individuals who might differ in techniques and subject matter at the weekly meetings, but in the classroom, you are all in agreement. However, a group argues at the meetings and in the classroom. A team works for a unified goal while a group works for their own

individual goals. The goal in tutoring is to provide the students with the best tutoring services available. This means organizing the classroom and test lab sessions with a unified staff. All internal team conflicts never appear in the classroom!

3. Whenever a student has a complaint, the tutor should always report the complaint (and complaintee) to the head tutor or the teacher.

Teachers are not mind readers. Any individualizing instruction teacher is most concerned with the individual feelings of each and every student in the class. The whole concept of individualizing education is to provide maximum student-teacher interaction. So therefore, a student with a complaint(s) should tell the teacher, since the student has this obligation. If a student's complaint is valid, then the student did a great service by providing the teacher with feedback as to the degree of deficit in the program. If a student's complaint is invalid, then the student did a great service by providing the teacher with feedback concerning his/her feelings - maybe other students have this same feeling! Either way, a student could assist the teacher by providing feedback through complaints.

4. The tutor should never correct an answer from the teacher's answer book without first approaching the teacher.

It is the teacher who is responsible for the class material, so it will be the teacher's responsibility to correct all errors: You are not the teacher! There is a possibility that you might be wrong. Whenever you change an answer from right to wrong, it will eventually be noticed. If you do not come foward so as to admit your error, there will be a great embarrassment placed on the other tutors. It would appear, from the students viewpoint, that there is a tutor who is stubborn, ignorant and/or just plain chicken to come foward. In either case, it will reflect the tutoring team on the whole. These are not fine characteristics of a tutor and should be discouraged.

5. Be prepared. Knowning and understanding the required material is of great importance. If the tutor has some spare time, review and study the quizzes.

By reviwing the quizzes, you will be able to answer the student's questions with more accuracy. Without a teacher realizing it, there might be two or more answers to the question, or maybe the question is ambiguous. A tutor is a student and as a student you can easily place yourself in your peer's place. You can provide valuable feedback for the teacher in the structuring of quizzes and tests. Remember, you had gone through the experiences of being tutored!

6. Be courteous - these are your peers!!
Every tutor outside of that classroom is a student. You have none of the responsibilities of the teacher even though you have many obligations to the students. A tutor should not lecture; you should be empathetic!
7. Always show up. Whenever a tutor is absent, he/she must be replaced; it is each and every tutor's responsibility to find a replacement! If the tutor continuously misses test and tutorial sessions, then the students will tend to avoid that tutor(s).
As a tutor, you are a very important function of any individualizing instructional program. Many students, if not all, will depend on you to be punctual and available. Many students will develop a good student - tutor relationship. When a tutor does not show up for the sessions, the students will get discouraged. This discouragement will lead to a students' lack of interest in the course. If a tutor is constantly absent, then the teacher should dismiss the tutor's services. This type of tutor can cause disorganization in the course struction. Other tutors will have to make constant arrangements in order to replace the absent tutor. If the tutor becomes ill for a short time, then the absentee should make arrangements with the other tutors. When the tutor is healthy again he/she will replace his/her time loss with the other tutor(s).
8. A tutor should never provide quiz and/or tutorial answers to students. Tutors who provide answers can hurt class morale. Students expect equal treatment.
Whenever you provide answers to quiz and tutorial questions, you are cheating. If the teacher should catch you in the act of cheating, you can be "asked" to leave the team. The only way a student black market can operate in a school is to have tutor(s) participate!
9. A tutor should not be overly involved - never tutor students on your own time or else you will not have a social life; tutoring even one student is time consuming.
10. A tutor should not show favoritism to a student or a group of students.
Individualizing education means that every student in the class will be treated as an individual with individual needs, with individual wants and with individual goals. Of course there will be some students that you will favor, but this favoritism should not infringe on the rights of others.

How To Become Popular

1. Know your material.
2. Do not give test (quiz) answers to students.
3. Come to testing and tutorial sessions on time.
4. Don't be a "know it all".
5. Be honest - if you don't know the answer to a question, do not answer it.
6. Be pleasant - these are your peers!

How Not To Be A "Know It All"

1. Whenever in doubt about an answer, look in your text, or ask the teacher or another tutor.
2. Never answer a question spontaneously; give time to think even if you know the answer.
3. Try not to disagree with other tutors - if they treat you as a "Know it all," then the students will.
4. Don't be a snob - these are your peers!

Some Frequent Negative Student Comments About
Individual Instruction

1. I can benefit more from the teacher's personal experience. Many times, teachers lecture or discuss topics only involving test material. To corresct this mishappening, teachers and tutors should relate examples either from their own exneriences or refer to other sources of information.
2. There was too much work involved (reading and/or taking exams: time consuming.) Students spending too much time on a unit might be using a deficient method of studying. Tutors should suggest various study habits to the students.
3. I can't learn only from tutors. And you shouldn't! The turors responsibilities do not include replacing either text(s) or teacher. A tutor is a guide for helping the student seek out information. Don't hestitate to see your teacher if your tutor(s) cannot answer your questions.
4. There is too much pressure to finish the course. Many times students either start the course too slow or start too late to finish. Usually in any sequential unit course, the first few units include the basic material. A student should master these units within the first half of the first quarter of the semester (usually by the end of the first two weeks of the course). Also, the material in the first two weeks of a traditional lecture - exam course is basic and exams for the course many times occur later than the second semester week. Therefore, it would be advisable to concentrate on the units during the first two weeks, while there's not too much pressure from the traditional lecture - exam courses.
5. I memorized a unit for a test and then forgot it by the next unit. Always review the past units.
6. I feel the course is directed in getting an "A", rather than learning for the sake of knowledge. Many students equate "A" with attendance, participation, student-teacher relationships and group competition. In order to receive an "A" in an individualized instruction and most individualizing educational programs, the student must learn the material by passing all of the quizzes or units. Attendance is important not to impress the teacher or receive information, but to finish the units. Special booklets are prepared by the teacher to supply the student with the information ordinarily covered by a lecture. Participation in your studying rather than in class is important to pass the quizzes. The teacher will spend much time tutoring a student instead of answering questions to a large group. A student - teacher

relationship is important in order to comprehend material from the professor whenever he/she corrects your tests. In individualizing education, a student is competing with themself, rather than with a group (class).

7. There is a lack of teacher contact with students. Unlike many public schools, it is up to the student to make contact with the teacher. This can be done before, during or after class. If the tutor is of no help to the student, then it is the student's responsibility to contact the teacher for additional help. The tutor is only an aid. There is no rule in any individualizing educational program that states that a student had to use a tutor. The tutors are only there to help the student - the student can and is encouraged to seek help from the teacher.

Unit 7. Necessary Instructional Charts

Behavioral Objective: Given three types of instructional charts, the tutor must be able to plan his/her own charts based on his/her own datum requirements.

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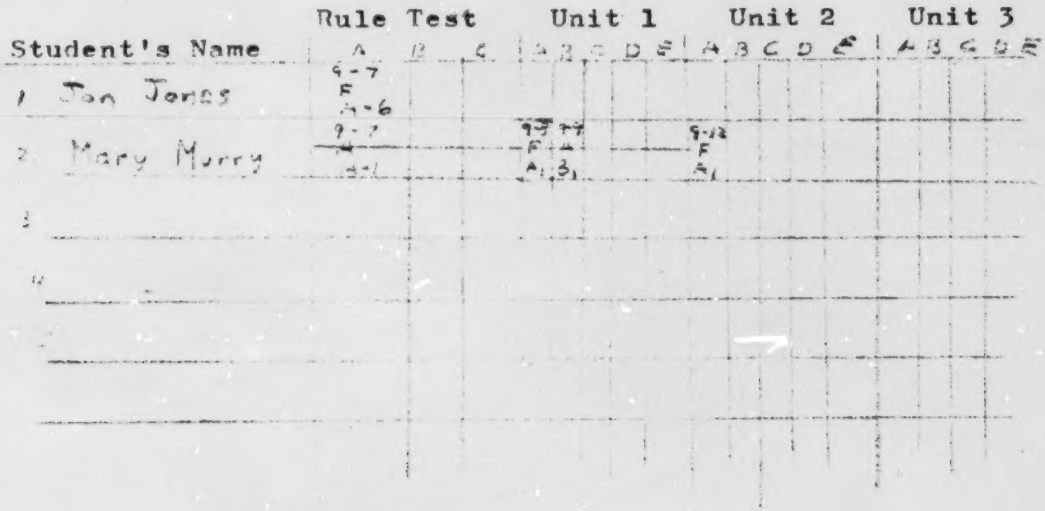
The Student Progress Charts

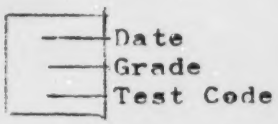
The teacher and tutors should develop and maintain a record of all exams that the student(s) utilize. One chart, the Grade List, should be kept with the tests for the use of the tutors. After the student(s) finish an exam, the tutor will then report the grade and test number (code) on the Chart. A second chart, the Master Grade List, will be filed with the past tests in the teacher's (or head tutor's) office. This chart will be recorded by the head tutor when he/she reviews the answer papers. It will be the Official Chart that the teacher will use when reporting the final grade with the records office.

Grade List and Master Grade List



tutor chart: always write in pencil
official chart: always write in pen

Box:



When the student passes the unit, draw a line through all of that unit's boxes.

An Emergency Tutoring Availability Table

An Emergency Tutoring Availability Table should be distributed to each and every tutor within the course as well as the teacher. Since there should be at all times at least two tutors per testing lab periods, it is the responsibility of every tutor to make sure that there will be a replacement when absent. If for any reason a tutor can not make the testing lab period, then he/she should contact another tutor as soon as possible, The teacher or head tutor should be notified regardless of the outcome.

Emergency Tutoring Availability Table

Teacher:_____ home no:_____
office no:_____

Tutor	home no.	Tutoring Periods	Periods Available
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Unit 8. The Individualizing Educational Manuals

Behavioral Objective: Given a list of 15 guideline procedures for writing teacher/tutor/student manuals, the tutor must be able to write either a teacher, a tutor, or a student manual for his/her program.

The Individualizing Educational Manuals

Every individualizing educational program should contain manuals describing the structure and contents of the particular project. Not only should there be a teacher and tutor manual(s), but also a student manual. Many current educational programs fail to produce a student manual. By not producing this manual, students will be unaware of the many features of the program. One of the purposes of individualizing education is to make the student aware of these various program features. Every manual, regardless of the specific intent should cover these aspects:

1. A description of individualizing education. Just describing the program course is not enough. The student, the tutor and the teacher must realize that the characteristics and the goals of the course are the characteristics and the goals of other individualized programs; The program of which you are concerned about is part of a system of instruction - it should not be considered isolated!
2. A description of the individualized program. This section should contain the objectives, the goals and the characteristics of the course. Too often students define a program by its name, this can be misleading. For example, one would think "Personalized System Instruction"(PSI) is no more than a tutorial or an instruction designed for the individual needs and goals of each and every student in the class. This is misleading since every student receives the same material, and there are no individual goals except the teacher's goal. The main emphasis of personalized instruction is on individual progress rate! So you see, names can be misleading!
3. A description of testing and tutorial rules and procedures. Understanding the rules and procedures is of the utmost importance for all of those involved. A clear understanding of this section can avoid future failure, and misunderstandings. Students can only proceed at their own rate if they fully understand the principles of achievement and the consequences of failure. Much of the student's worry and tension can be reduced by a clear definition of the rules and procedures.

The Teachers' Manual

The Teachers' Manual should contain the three basic sections, the tutoring manual and these three basic points:

1. The responsibilities, and the goals of the teacher.

2. The teacher's goals in the course.
3. The requirements of tutoring.
4. The description of the weekly meetings.
5. The scheduling of class events.
6. The selection of the classroom.
7. The description of written material.
8. The description of unit and course evaluation.

The Tutors' Manual

The Tutors' Manual should contain the three basic sections, the teachers' manual and these basic points:

1. The description of tutoring rules.
2. Ways to becoming popular.
3. Ways of how not to be a "know it all".
4. Some frequent negative student comments about the program from action research projects.

The Writing Of The Manuals

The manuals should be written in the same format used for the writing of learning materials (ie: unit packages). Therefore, each manual should contain behavioral objectives.